

West Ashley Intermediate

721 Wappoo Road
Charleston, SC 29407

Grades	5-6 Elementary School	
Enrollment	637 Students	
Principal	Benjamin Bragg	843-763-1533
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	66	13	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No

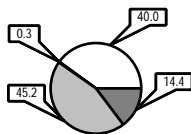
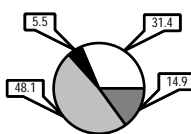
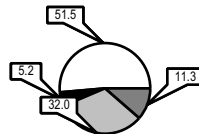
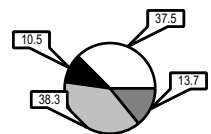
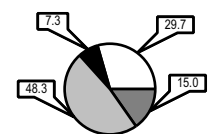
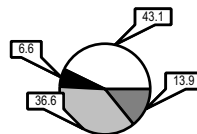
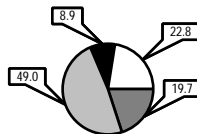
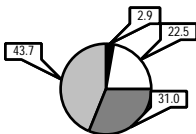
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	637	99.4	39.7	45.4	14.5	0.3	23.8	No	Yes
Gender									
Male	321	99.4	44.4	43.1	12.5	0.0	18.8		
Female	316	99.4	35.1	47.8	16.5	0.7	28.9		
Racial/Ethnic Group									
White	162	98.2	24.2	52.3	22.1	1.3	34.9	No	Yes
African American	446	99.8	46.1	42.9	11.0	0.0	18.6	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	41.7	25.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	521	99.2	33.1	49.9	16.6	0.4	27.2		
Disabled	116	100.0	68.5	25.9	5.6	0.0	9.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	637	99.4	39.7	45.4	14.5	0.3	23.8		
English Proficiency									
Limited English Proficient	18	100.0	33.3	50.0	16.7	0.0	50.0	I/S	I/S
Non-Limited English Proficient	619	99.4	39.9	45.3	14.5	0.4	23.3		
Socio-Economic Status									
Subsidized meals	428	99.5	44.1	43.6	12.4	0.0	21.1	No	Yes
Full-pay meals	209	99.0	30.9	49.2	18.8	1.0	29.3		

Mathematics – State Performance Objective = 36.7%									
All Students	637	99.5	31.2	48.3	15.0	5.5	34.8	No	Yes
Gender									
Male	321	99.7	27.3	50.5	17.6	4.5	36.3		
Female	316	99.4	35.1	46.0	12.4	6.5	33.3		
Racial/Ethnic Group									
White	162	98.2	16.8	46.3	24.8	12.1	51.0	Yes	Yes
African American	446	100.0	36.7	49.9	11.2	2.2	28.1	Yes	Yes
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	41.7	33.3	16.7	8.3	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	521	99.4	25.0	51.5	16.7	6.8	40.3		
Disabled	116	100.0	58.3	34.3	7.4	0.0	11.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	637	99.5	31.2	48.3	15.0	5.5	34.8		
English Proficiency									
Limited English Proficient	18	100.0	41.7	33.3	8.3	16.7	50.0	I/S	I/S
Non-Limited English Proficient	619	99.5	31.0	48.6	15.1	5.3	34.5		
Socio-Economic Status									
Subsidized meals	428	99.8	35.7	48.3	12.6	3.3	30.1	No	Yes
Full-pay meals	209	99.0	22.0	48.2	19.9	9.9	44.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	637	99.4	51.4	32.1	11.4	5.2	16.6
Gender							
Male	321	99.4	52.6	28.7	12.1	6.6	18.7
Female	316	99.4	50.2	35.4	10.7	3.8	14.4
Racial/Ethnic Group							
White	162	98.2	30.2	36.2	20.1	13.4	33.6
African American	446	99.8	59.9	30.6	7.8	1.7	9.5
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	33.3	41.7	25.0	0.0	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	521	99.4	45.1	36.4	12.5	5.9	18.4
Disabled	116	99.1	78.7	13.0	6.5	1.9	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	637	99.4	51.4	32.1	11.4	5.2	16.6
English Proficiency							
Limited English Proficient	18	100.0	50.0	25.0	16.7	8.3	25.0
Non-Limited English Proficient	619	99.4	51.4	32.2	11.3	5.1	16.4
Socio-Economic Status							
Subsidized meals	428	99.5	59.4	28.0	9.8	2.8	12.6
Full-pay meals	209	99.0	35.1	40.3	14.7	9.9	24.6

Social Studies							
All Students	637	98.7	36.8	38.7	13.9	10.6	24.5
Gender							
Male	321	98.8	37.6	35.5	15.3	11.5	26.8
Female	316	98.7	36.0	41.9	12.5	9.7	22.1
Racial/Ethnic Group							
White	162	97.5	27.0	34.5	15.5	23.0	38.5
African American	446	99.1	41.9	39.4	12.8	5.9	18.7
Asian/Pacific Islander	10	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	8.3	75.0	16.7	0.0	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	521	99.4	30.9	41.7	15.5	11.9	27.3
Disabled	116	95.7	63.5	25.0	6.7	4.8	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	637	98.7	36.8	38.7	13.9	10.6	24.5
English Proficiency							
Limited English Proficient	18	100.0	16.7	50.0	25.0	8.3	33.3
Non-Limited English Proficient	619	98.7	37.2	38.5	13.7	10.6	24.3
Socio-Economic Status							
Subsidized meals	428	98.8	40.4	40.2	12.2	7.3	19.4
Full-pay meals	209	98.6	29.5	35.8	17.4	17.4	34.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	343	99.7	43.2	49.5	7.0	0.3	7.3
	6	401	99.8	40.9	42.7	14.3	2.0	16.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.2	35.3	48.1	16.6	0.0	16.6
	6	378	99.5	41.9	44.2	13.3	0.6	13.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	343	100.0	41.5	50.3	4.5	3.6	8.2
	6	401	99.8	36.8	44.8	15.3	3.1	18.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.6	35.2	44.9	12.7	7.2	19.9
	6	378	99.5	27.7	51.0	16.8	4.4	21.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.6	55.5	28.8	10.2	5.5	15.7
	6	378	99.2	47.8	34.8	12.4	5.0	17.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	98.1	53.0	34.1	9.1	3.9	12.9
	6	378	99.2	24.8	42.5	17.4	15.3	32.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 637)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	2.9%	Up from 2.6%	3.6%	3.0%
Attendance rate	95.1%	Down from 95.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Down from 7.3%	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Down from 7.2%	3.3%	3.2%
Eligible for gifted and talented	12.3%	Down from 14.2%	10.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.6%	Down from 17.8%	8.8%	8.2%
Older than usual for grade	5.2%	Down from 7.1%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.1%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	46.7%	Up from 43.5%	50.0%	52.6%
Continuing contract teachers	44.4%	Down from 47.8%	83.8%	83.3%
Highly qualified teachers	76.2%	Up from 75.8%	94.6%	93.5%
Teachers with emergency or provisional certificates	8.0%	Down from 16.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	87.0%
Teacher attendance rate	98.8%	Up from 97.9%	94.7%	95.0%
Average teacher salary	\$36,335	Up 2.2%	\$41,132	\$41,703
Prof. development days/teacher	9.1 days	Down from 11.2 days	13.4 days	12.8 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.7 to 1	18.4 to 1	18.8 to 1
Prime instructional time	93.4%	Up from 92.3%	88.9%	89.8%
Dollars spent per pupil*	\$4,776	Up 12.7%	\$6,058	\$6,242
Percent of expenditures for teacher salaries*	69.2%	Down from 72.3%	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	85.3%	Up from 80.5%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Over the past year, the WAIS community has made significant improvements to our school program through the hard work of our teachers, students, parents, support staff, and administration.

We have implemented CCSD's Coherent Curriculum, which provided our teachers a blueprint for their professional collaboration during the morning planning conferences. We instituted the use of the SuccessMaker program to target the individual, academic needs of our students through the continual use of our three, fully equipped computer labs. We used Title I funds to help support an extended-day program both before and after school. Next year we will be using Title I funds to hire four additional teachers to reduce our average class size. The improvement our students made on the Measures of Academic Progress was one of the highest in all of Charleston County.

Our students participated in intramural programs in basketball, cheerleading, football, and track. We introduced our students to a second language, Spanish. Our related arts program included art, band, computer technology, health and physical education, strings, and music. We began a character education program through our guidance department that focused on assisting adolescents become responsible adults. Our staff created and implemented a new behavioral plan using the "PAR Model" which involves Preventing, Acting upon, and Resolving behaviors. We participated in a professional staff development provided by the 'aha process,' "Meeting Standards Without a lot of Time or a lot of Money." The teachers recognized 128 sixth graders and 86 fifth graders as "terrific Kids." We began using a computerized system to provide parents with their children's interim and report card grades. Our teachers began training to assist with the inclusion of exceptional children in the mainstream classes. In keeping with the 'best practices' from current research, all of our teachers are part of teaching teams, which helps create smaller communities within the larger school.

We acknowledge and look forward to the challenges that are ahead of us. WAIS will continue to improve our academic program as well as assist in the development of responsible adolescents.

Robert Evans, Ed.D., Principal
Laverne Price, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	247	126
Percent satisfied with learning environment	85.2%	69.8%	78.5%
Percent satisfied with social and physical environment	74.1%	74.7%	59.3%
Percent satisfied with school-home relations	32.0%	85.7%	58.3%

*Only students at the highest elementary school grade level at this school and their parents were included.